

# Cutter Morning Star School District



## Comprehensive School Counseling Plan 2021-2022

Every Kid. Every Day. Whatever It Takes.

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## **INTRODUCTION**

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional development and college and career readiness.

**-American School Counselor Association, 2015**

## **Mission**

The mission of the CMS School Counseling Department is to provide support and guidance to all students and staff as a means to foster a positive social emotional learning environment. Here, they can share feelings/concerns, learn to communicate, and can make responsible decisions. Along with the teachers, administrators and parents, school counselors will provide a comprehensive counseling program centered around academic, career and personal/social domains. Opportunities will be provided to enhance academic, career, and personal/social development while respecting individual uniqueness and multicultural diversity.

### **Mission Focus Areas:**

- Character Education
- Service to Others
- Family Engagement
- School Pride
- Student Growth
- Collaboration
- Meaningful Learning
- Safely Engaging Learning Environment
- College and Career Readiness
- Community Support and Involvement

## **Vision Statement**

Cutter Morning Star believes that a strong school counseling program is an essential part of the overall education process. We believe that academic, career, and personal/social goals are attainable by all students when a comprehensive curriculum is delivered on a consistent basis. We will do whatever it takes to reach that goal.

Every Kid. Every Day. Whatever It Takes.

## **School Counseling Team**

### **Elementary:**

Kenya Lewis  
Elementary Counselor  
PBIS Facilitator  
504 Coordinator  
Building Test Coordinator  
Leadership Team  
McKinney-Vento Liaison  
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Laura Baber  
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Elementary Principal

### **High School:**

Adam Stage  
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Email: [adam.stage@cmseagles.net](mailto:adam.stage@cmseagles.net)  
High School Counselor  
Building 504 Coordinator  
Building Test Coordinator  
Mckinney-Vento Liaison  
Building Eschool Coordinator

Andrew Schroeder  
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Email: [andrew.schroeder@cmseagles.net](mailto:andrew.schroeder@cmseagles.net)  
High School Principal

## **School Counselor Belief Statements**

The professional school counselors at Cutter Morning Star School District are committed to the following:

- ALL students have the right to be served by the school counseling program.
- ALL students should be treated with respect regardless of race, culture, gender, religion, etc.
- ALL student's special and unique needs are considered in the planning and implementation of the school counseling plan.
- The school counseling program should be consistent with the developmental stages of learning.
- ALL students will have access to the school counselor to address academic, career, and personal/social needs.
- Counselors will advocate for ALL students.
- ALL students have the ability to learn and have the right to an equal education.
- Students will succeed to their fullest potential when given a safe, nurturing environment.
- Counselors will apply the ASCA Ethical Standards for School Counselors with fidelity to promote the maximum development of every student.

## **School Counseling Program Goals**

The Cutter Morning Star counseling program strives to improve student success for all grade levels by implementing a successful comprehensive school counseling plan.

Working from the American School Counselor Association (ASCA) standards, CMS counselors focus on the following objectives.

- Provide a comprehensive school counseling program addressing the academic, career, and personal/social development of all students.
  - Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
  - Provides individual and group counseling to students with identified concerns and needs.
  - Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
  - Implements an effective referral and follow-up process.
  - Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.
  
- Be a professional school advocate who provides support to maximize student potential and academic achievement.
  - Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
  - Accurately and appropriately interprets and utilizes student data.
  - Collaborates with parents/guardians and educators to assist students with educational and career planning.

- Facilitate a support system in partnership with teachers and staff, parents, and the community to ensure all students have access to and are prepared with the knowledge and skills to contribute as productive members of society.
  - Provides appropriate information to staff related to the comprehensive school counseling program.
  - Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
  - Participates in professional development activities to improve knowledge and skills.
  - Uses available technology resources to enhance the school counseling program.
  - Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.
  
- Deliver direct services to students district-wide, provide administrative consultation, facilitate staff collaboration, and coordinate parent engagement in accordance with the American School Counselor Association (ASCA) national model.
  - Monitors student academic performance, behavior and attendance and assists with appropriate interventions.
  - Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome.
  - Competencies are indicators that a student is making progress toward the goals of the school counseling programs.
  - They are developed and organized into content areas.

## 2021-2022 Yearly Goal

<u>Elementary-Program Goal</u>	<u>High School-Program Goal</u>
<p>With many students missing at least 10% of school, our goal for the 2020-2021 school year was to improve student attendance. Using interventions, classroom guidance lessons, small groups and incentives, our goal at CMS Elementary will be to decrease absenteeism by at least 10% this year. We will make school a welcoming and engaging place by connecting more with at-risk students, more parent involvement, collect and act on real time data and provide immediate interventions.</p>	<p>The 2020-2021 APNA data indicated a high level of anxiety and depression among our student population at the high school. Our goal for the 2021-2022 school year will be to see a 10% decrease on each aspect of the APNA data that deals with anxiety and depression.</p>
<p style="text-align: center;"><u>Reflection:</u></p> <p>Due to covid and virtual learning, plans of action were not all executed therefore it was hard to measure accurate attendance.</p>	<p style="text-align: center;"><u>Reflection</u></p> <p>Our goal from last year focused on improving attendance. Because of Covid, we were unable to keep accurate data, and therefore, it is difficult to ascertain improvement rates.</p>

## **The Role of School Counselors**

### **The Essential Role of the Elementary School Counselor**

#### **Direct Student Services**

##### **School Counseling Core Curriculum**

- **Classroom Instruction:** direct instruction, developmental learning activities inside the classroom during the school day
- **Groups:** planned activities outside the classroom promoting academic, career, and personal/social development

##### **Individual Student Planning**

- **Appraisal:** Assist students in learning interests, skills, etc.
- **Advisement:** Assist students in personal goal setting based on ASCA domains (academic, career, personal/social)

##### **Responsive Services**

- **Counseling:** Short term and goal focused counseling in individual or group settings. While school counselors do not provide mental health counseling services or long term therapy, they are trained to respond to student mental health needs and provide resources to students and their families as needed.
- **Crisis Response:** Provide support to students and their families in emergency situations.

#### **Indirect Student Services**

- **Consultation/Collaboration:** Share student achievement strategies with parents, teachers, staff, and community organizations. Work with these groups to achieve student outcomes.
- **Referrals:** Support for students and their families to additional resources in the school or community. (ex: mental health, billing assistance, etc)

### **Additional Site-Based Services**

- **Orientation:** Support for new students to assist with adjustment into the new school community.
- **Student Recognition:** Provide programs to recognize student success in and out of the classroom (Example: Student of the Month, Student Ambassador)

### **Administrative Activities**

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in administrative activities.

#### **Positive Behavioral Interventions and Supports (PBIS) Facilitator**

- Support and guide the PBIS school team and school with implementing and sustaining the critical elements of PBIS
- Facilitators are liaisons between and the Center for Community Engagement at Arkansas State University and the school-based PBIS Team

#### **Elementary Section 504 Coordinator**

- Direct the elementary school Section 504 program to ensure provision of needed services for students with disabilities.
- Provide individualized plans to meet the needs of all students with disabilities and ensure compliance with all state, federal, and local requirements.
- Work with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs.

#### **Elementary Assessment Coordinator**

- Assist district assessment coordinator in organizing, managing, and implementing all standardized testing within the building. This includes training of staff, maintaining accurate and complete records, coordinating distribution and collection of secure test materials, administering tests in accordance with the established test calendar, and providing and completing all test documents.
- Performing other duties as assigned in collaboration with the district assessment coordinator during interim and end of year testing.

## **The Essential Role of the Secondary School Counselor**

### **Direct Student Services**

#### **Instruction:**

- Direct instruction that includes classroom guidance, individual students planning, responsive services and support, on behalf of the student.

#### **CAPS: Career Action Plan:**

- The purpose of Career Action Planning is to provide students with a sense of ownership over their academic and career pathway.
- As a hallmark of the program, all students in grades 7-12 are assigned a mentor teacher who is responsible for guiding students through the process of discovering personal and career interests, creating goals, and working to define a pathway that allows them to achieve those goals. Through this process, students gain an understanding of graduation requirements, and select appropriate courses of study to meet those requirements and prepare them for postsecondary opportunities.

### **Indirect Student Services**

#### **Consultation:**

- Share strategies supporting student achievement with parents, teachers, other educators and community organizations.

#### **Collaboration:**

- Work with other educators, parents and the community to support student achievement.

#### **Referrals:**

- Support for students and families to school or community resources for additional assistance and information.

### **Additional Site Based Services**

#### **National Park College Talent Search (TRIO):**

- Educational Talent Search is an early intervention educational opportunity program for 7-12 grade students. Their goal is to help prepare our students to go to college and

complete a degree. They emphasize personal and career development, financial literacy, academic skills, and ACT readiness.

- The college preparatory workshops prepare our students for the rigors of higher education. Campus visits, academic monitoring, and guidance with college and financial aid applications serve the needs of our students.
- They also host summer enrichment and campus events so our students can become familiar with their campus and their staff.

### **Student Success Plans**

- Student Success plans are developed through our Career Action Plan (CAPS) program. Part of the program requires students to engage in a program called Xello, which is available to students at any time. Xello allows students to discover relevant college, university, trade, and career options based on their personality, skills, and knowledge. Students can also use the program to track their progress toward graduation and create a four year academic plan. Students also work with their mentor during CAPS to develop a similar plan on paper.

### **Interact Club:**

- Connect with civic leaders in the community.
- Provide students with school and community enrichment opportunities.
- Work with students to help them become leaders in their school and community.

### **Administrative Activities**

#### **eSchool Administrator**

- Scheduling
- Report Cards
- IPR
- Data entry
- Error reports
- Transcripts
- GPA

#### **Building 504 Coordinator**

- Direct the elementary school Section 504 program to ensure provision of needed services for students with disabilities.

## CMS District Student Services Plan 2021-2022

- Provide individualized plans to meet the needs of all students with disabilities and ensure compliance with all state, federal, and local requirements.
- Work with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs.

## Annual Calendars

### Elementary Lesson Calendar at a Glance

<b>August</b> Back to School Orientation	<b>September</b> G.U.I.D.E for Life Feelings/Emotions Personal Safety	<b>October</b> G.U.I.D.E for Life Bullying/Conflict Resolution Say No to Drugs
<b>November</b> Relationship Building Skills Friendship Active Listening	<b>December</b> Coping Skills Stress Reduction	<b>January</b> Expected vs. Unexpected Behaviors(Manners) Decision Making Skills
<b>February</b> Career Awareness	<b>March</b> Test Prep	<b>April</b> Goal Setting Plans for Next Year
<b>May</b> End of Year Summer Safety Transitions		

### High School Calendar

<b>August</b> Back to School Orientation	<b>September</b> Mental Health First Aid Meetings Senior Parent Meeting XELLO Student Assessment PSAT Testing	<b>October</b> Apply for FAFSA Begin Student Success Plans Student Aid Workshop Apply to College XELLO Parent-Teacher Conferences
<b>November</b> Apply to College Scholarship Applications Letters of Recommendation Student Success Plans XELLO WOW (Wipe Out Worry Day)	<b>December</b> Student Success Plans XELLO	<b>January</b> Career Planning College Visits CAPS Meetings XELLO
<b>February</b> CAPS Night Junior ACT State Testing	<b>March</b> Scholarships Finalize Course Selection Sheets XELLO	<b>April</b> Graduation Prep End of Year XELLO
<b>May</b> Awards Banquet Graduation Counseling Goal Review		

## **Comprehensive Career Planning Activities**

### **Elementary:**

- **Career exploration:** begin exploration of community helpers and their jobs.
  - Guest speakers from local businesses to talk about their careers to K-6th graders.
- **Career Spirit Week**
  - Dress up days
  - What are you going to be when you grow up? Dress for an interview. Dress for success. Students will tell their peers about their chosen career path
- **Transition from elementary to the middle school level**
  - 6th graders will tour the Middle/High School in the Spring
  - The Secondary school counselor will conduct a parent meeting for all incoming 7th graders to inform and discuss the expectations of the Middle/High School environment.
- **Relationship between middle/high school coursework and preparing for high school credit, which begins in 8th grade.**

### **Secondary:**

- **Access interest inventories through Career Action Planning meetings**
- **College and Career Readiness Tools**
- **WOW event (Wipe Out Worry)**
  - Students take part in collaborative activities and learning opportunities that center on mental health education.
  - Students take part in team-building activities to build a sense of community.
- **Oversee Academic Progress**
  - Monitor student GPA's throughout the school year.
  - Monitor student credits.
- **Student Success Plans**
  - Collaborate students, mentors, and parents beginning in 8th grade to ensure that students are on track to graduate.
- **College and Career Fair**
  - Give students the opportunity to explore colleges and careers that fit their interests.
- **Job Fair**

- Make students aware of work opportunities while in school and after high school.
- **TRIO Talent Search**
  - Field trips for any student involved in the TRIO Talent Search program.
  - The program is free to all students, with parental consent.

## **Policies and Procedures**

### **Bullying**

Cutter Morning Star school counselors comply with district policies and state law regarding pupil harassment and bullying.

### **According to Act 1029 of 2019; House Bill 1933**

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated.

### **Bullying Procedures According to School District Policy and Act 1029**

- If an alleged incident of bullying occurs, the school principal, his/her designee, or the school counselor will be notified promptly.
- Parents/Guardians will be notified that his/her child is the victim in a credible report of an alleged bullying incident.
- A written report will be prepared regarding the incident
- The report/complaint will be investigated and completed as soon as possible but no later than five (5) school days from the date of the written report.
- Following completion of the investigation, an administrator may administer consequences as needed and will contact the parent/guardian of all parties involved.

- A parent/guardian has the right to obtain information regarding a bullying incident within five (5) school days after the completion of the investigation.

## **Suicidal Ideation**

Professional school counselors are highly qualified to deal with at-risk students. A suicide assessment instrument may be utilized by mental health staff such as school counselors, school based mental health counselors, or social workers.

Parents/Guardians of a student identified as being at risk shall be notified immediately by the school. If the school suspects the student's risk status is the result of abuse or neglect, school staff shall immediately notify the Arkansas State Police, Child Protective Services Division.

If the parent/guardian refuses to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicidal thought or intention will pursue an involuntary mental health assessment by calling Methodist Behavioral Health and asking for an assessor. The assessor will listen to concerns and advise on the course of action.

The district shall identify mental health services providers to whom students can be referred for further assessment and assistance.

## **Students at Risk of Dropping Out**

- Interventions will be taken for a student at risk of dropping out:
  - Parent and student meeting to discuss the reason for wanting to drop out
  - ALE placement if needed to recover credits
  - Enroll in Virtual Arkansas credit recovery to recover credits
  - Enroll in Edgenuity to recover credits
- If the decision is still made to drop out, the student is required to enroll in homeschool services through the Dept of Ed.
- Work closely with the National Park College GED program to enroll students immediately into the GED program for greater success rates.

## **Data Sharing Plan and Results**

### **Tools for Assessing the Comprehensive School Counseling Program**

- Use-of-Time Calculator
- Minute Meetings Assessment
- Exit Tickets
- Google Form Documentation
- Feedback from small groups such as surveys, participation, and student outcome results
- Surveys from parents, students, and educators
- Self-Assessments
- Goal Setting Action Plan
- Professional Growth Plan (PGP) Results

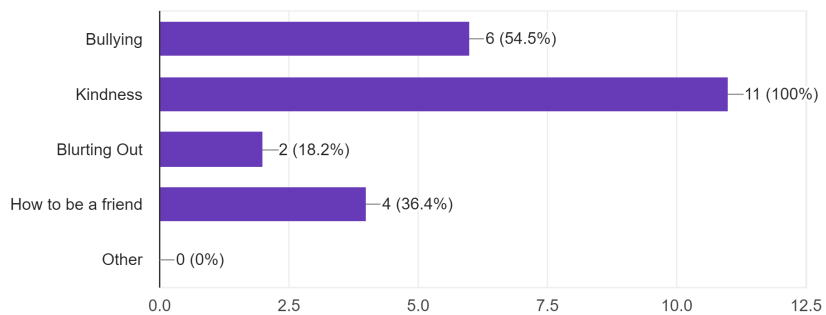
### **Sharing Results**

- Presentations
- Handouts
- Web Pages
- Data Reports
- Class Dojo
- Google Sheets

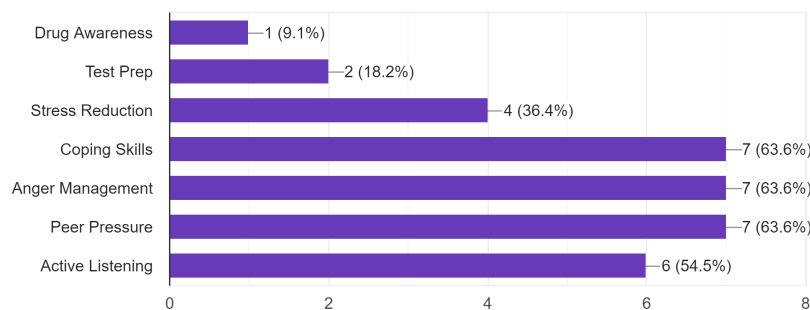
## NEEDS ASSESSMENTS & RESULTS

School counselors conduct needs assessments that can help identify potential gaps in services and can help counselors refine their services to fit the needs of the students. Assessments can help identify problems, plan interventions and inform clients and stakeholders with data from the school counseling program. Needs assessments will be given at the beginning of the school year to help plan counseling services and guidance lessons. They are also conducted at the end of the school year to ensure needs are met and how to plan for the next school year. Needs assessments ensure that school counselors are meeting the needs of their students and their teachers.

What do you think is the most important lesson that needs to be included in guidance lessons?  
11 responses



What should be added to guidance lessons?  
11 responses



## School Counseling Needs Assessment

Hello faculty! This needs assessment is broken down into four parts: services, small groups, classroom lessons, and other thoughts. **Please take some time and complete this for me so that I can make sure I'm programming as best I can to meet the needs of our kiddos.** Let me know if you have any questions/comments/concerns! Best, Your School Counselor

**What grade do you teach?**

PreK    K    1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>    6<sup>th</sup>    Non-Classroom

**How needed/important are the following school counseling services?**

	NOT NEEDED/ IMPORTANT	SOMEWHAT NEEDED/ IMPORTANT	VERY NEEDED/ IMPORTANT
Classroom lessons teaching social emotional skills			
Classroom lessons on study skills			
Classroom lessons on college and career information and readiness			
Small group counseling			
Short-term individual counseling			
Attendance interventions			
Parent consultation and workshops			
Consultation and collaboration with teachers			
Schoolwide programming (Kindness Week, College Week, etc.)			
Transition services (elementary to middle school)			
Creation and coordination of behavior plans and interventions			
PD on social emotional or behavioral issues			
Other:			

**I understand the role of the school counselor.**

Not at All    A Little    Kinda/Sorta    Yes    Definitely

©The Responsive Counselor

High School Needs Assessment Link: [High School Needs Assessment](#)

### Forms of communication for school district

